



KARIONG MOUNTAINS
HIGH SCHOOL
UNITY  KNOWLEDGE  RESPECT

2026

**Year 11 Preliminary Course
Policy and Assessment Schedule**

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Achieving the Higher School Certificate (HSC)

About the HSC

The HSC is the highest award in secondary education in NSW. It is awarded to students who successfully complete a comprehensive program of study, including Preliminary and HSC courses.

The HSC provides information on a student's performance in all [Preliminary and HSC courses](#) satisfactorily completed.

Students eligible for the award of the HSC can download an [HSC Record of Achievement](#) in Students Online at the completion of the HSC. Year 11 and 12 students can access their cumulative results and the courses they are enrolled in by downloading their eRecord in Students Online.

Eligibility requirements for the HSC

The New South Wales Educational Standards Authority (NESA) will grant the award of the HSC credential to students who meet the eligibility requirements for the award of the HSC. To be eligible for the HSC, students must:

- have completed Year 10, and
- have attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- have completed [All My Own Work \(AMOW\)](#), and
- have demonstrated the [minimum standard of literacy and numeracy](#), and
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC, and
- undertake and make a serious attempt at the requisite HSC exams, and
- attend all scheduled lessons, unless there are legitimate reasons for being absent.

Course eligibility

Students may enter an HSC course if they have satisfactorily completed the requisite preceding Preliminary course.

NESA's pattern of study

To qualify for the Higher School Certificate (HSC), students must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- 2 units of a Board Developed course in English
- at least 4 more units of Board Developed courses
- at least 3 courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
- at least 4 subjects.

Students may study a maximum of 6 units of Preliminary Science courses, and 7 units of HSC Science courses. For students entered in Mathematics Extension 2, both Mathematics Extension 1 and Mathematics Extension 2 are counted as 2-unit courses.

Students must meet all other course eligibility requirements, and HSC eligibility requirements to be granted the HSC credential. Students may accumulate HSC courses towards the award of the HSC credential within a consecutive five-year period.

Course completion

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by NESA; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes; and
- attended school regularly so that course completion requirements can be met.

Satisfactory completion of an HSC course

Students studying an HSC course must make a genuine attempt to complete the course requirements. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements.

For courses where school-based assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute **in excess of 50%** of the available marks. Furthermore, the student must fulfil the course completion criteria.

In the case of competency-based courses, students must make a genuine attempt to complete all units of competency.

Where students are studying an HSC course that includes a requisite examination, students must sit for and make a genuine attempt at the examination.

Students studying [VET Industry Curriculum Framework](#) courses must complete the mandatory work placement hours in order to be deemed satisfactory.

HSC assessment

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50% of available marks in courses where school-based assessment marks are submitted.

Completion of HSC school-based assessment tasks

All students must attempt all assessment tasks set.

For all **Board Developed Courses** (except Life Skills courses) NESA requires all students to follow an assessment program and have a school-based assessment mark submitted. **There are different formal assessment requirements for VET courses.**

A student who does not comply with the assessment requirements and receives a non-completion determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

Non-completion ('N') determinations

If at any time it appears that a student is at risk of being given an 'N' (*non-completion of course requirements*) determination in any course, including VET courses, the school will warn the student in writing.

This warning will be given in time for the problem to be corrected and provide advice about the possible consequences on HSC eligibility of an 'N' determination in a course.

The school will:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected
- advise the parent or guardian in writing (*if the student is under 18 years of age*)
- request from the student or parent/guardian a written acknowledgement of the warning
- issue at least one follow-up warning letter if the issue has not been corrected and
- retain copies of the warning notice(s) and other relevant documentation.

The teacher or Head Teacher of the course will contact the parent or guardian if an assessment task has not been satisfactorily completed within the time specified on the warning letter.

A '*Recovery Plan*' will be provided for those students who are at risk of an 'N' determination in a course(s).

If a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the school can indicate that the course has not been satisfactorily completed and the student may be issued with an 'N' determination.

Non-completion ('N') determinations and withholding of courses by NESAs

Where a student receives a non-completion ('N') determination in a course, that course will not appear on the student's Record of Achievement. In some cases, this will mean that the student will not meet the pattern of study requirements and hence will be ineligible for the award of the Higher School Certificate in that year.

NESA may withhold a course if a student is found to have engaged in malpractice, a non-serious attempt or a non-attempt at the examination(s). If the 'N' determination or NESA's withholding of the course results in a student not satisfactorily completing the required pattern of study, the student may complete the pattern by either repeating that course or by undertaking one or more other courses within the **5-year accumulation period**.

HSC school-based assessment

Students, as well as their teachers and others who guide them, must comply with NESA's requirements for upholding the integrity of HSC assessment and exams.

The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice, or cheating.

Schools must record all malpractice offences in HSC school-based assessment tasks in the **Malpractice Register** in Schools Online.

At the commencement of an HSC course, students are provided with written advice about the school's policies and procedures for school-based assessment and the formal assessment program for each of their HSC courses, excluding Life Skills courses.

Schools must provide students with sufficient written notice, typically 14 calendar days, of an upcoming assessment task. The task notification must include the:

- components and weightings, and
- syllabus outcomes assessed, and
- type of assessment task, and
- scheduled date and time for attempting or submitting the task, and
- marking criteria (*where appropriate*).

Teachers will assess the student's actual performance, not potential performance. They will provide students with feedback on their performance in each assessment task, and indicate the student's mark in the task, relative to the outcomes.

Substituting assessment tasks

Students are expected to attempt all assessment tasks.

If a student has an upheld illness/misadventure variation application, schools must provide the student with an opportunity to attempt the assessment task by either providing an extension of time to complete the original assessment task, provided it does not compromise the validity of the task, or by providing the student with a substitute assessment task.

In exceptional circumstances where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks.

If a student does not complete a task by the due date or attend a scheduled assessment task, and has their illness/misadventure variation application declined, the school must record a zero mark for the assessment task.

Completing formal assessment tasks, appealing and resolving disputes over marks

Students are:

- expected to complete all assessment tasks
- responsible for submitting an appeal about marks allocated for an individual assessment task using the school's policies and procedures.

Schools must resolve individual student appeals over marks allocated for an individual assessment task within 2 weeks of the task being returned.

At the end of the course, schools must:

- provide students with their final course rank, and
- not provide students with their final submitted school-based assessment mark

HSC practical exams

Practical exams are for HSC courses with projects, submitted works and performances.

Students must not submit a project, submitted work, or performance, either in part or in full, for a school-based assessment or HSC exam that has already been submitted in another Preliminary and/or HSC course.

Students must ensure projects, submitted works and performances satisfy specific health and safety requirements, including considerations about animal welfare, dangerous goods, hazardous substances and prohibited weapons, and ethical considerations.

Procedures for assessment

All Board Developed or Board Endorsed courses have at least four assessment tasks that are used to determine the level of achievement within a course. Students should refer to the course assessment schedules for specific details of assessment type, outcomes, weighting and timing.

A formal assessment task has one due date, assesses student achievement at a single point in time and may contain more than one part. A formal assessment task with more than one part must have the same due date and will contribute to the maximum weighting for that task.

Special Note

In exceptional circumstances, at principal's discretion, the school may vary the assessment policy schedule. However, in this case, students will be informed in writing at least two weeks prior to the scheduled time of the task. Students will be required to sign a notification of change form.

Informing students and parents about tasks

Students are provided with printed assessment schedules for each course in Stage 6. Assessment schedule reminders are included as a regular publication in the school newsletter, as well as weekly updates in HUB and on the calendar in the Senior Study room.

On the commencement of senior course studies, students will sign an acknowledgement of receipt of the Year 11, or Year 12, assessment booklet. A register will be retained by the Stage 6 Coordinator. Assessment booklets are also available on the school's website.

Notification

Students will be given at least **10 school days' notice**, in writing, of the details of an assessment task. This notice will include the nature of the task, outcomes, assessment criteria, the value or weighting of the task, marking guidelines and the date for its completion or submission. Students are to sign receipt of an assessment notification, and these records are retained by the course teacher in the relevant monitoring folder.

If a student is absent for the issuing of the task notification, it is the student's responsibility to obtain the task information. There is not a staggered due date because of 'late' notice.

Completion of assessment tasks

Students have a responsibility to be present in class for all assessment tasks. These tasks take priority over all other school activities. If a student is aware of circumstances that may prevent their attendance in class for a task, they must make these circumstances known to their class teacher and the appropriate Head Teacher before the day of the task. They must submit the illness/misadventure variation application form.

Taking time off school to prepare assessment tasks on the due date, working on tasks during other lessons and working on individual tasks in collaboration with other students is MALPRACTICE. It is a form of cheating. Students found conducting malpractice will receive a zero mark for the task.

If a class teacher is absent when an assessment is due for completion on that day, the Head Teacher will determine whether the task can proceed with another teacher. If it needs to be rescheduled, all students will be appropriately informed and are to sign that they are aware of the new date and time.

Hand-in tasks are due before the commencement of school on the due date, typically between 8:05 and 8:50.

Excursions

Some courses require students to undertake compulsory field studies or work placement. In the case of absence from such activities, the student must arrange for prior notice to be provided in writing. The granting of a possible concession in such a case is at the discretion of the principal.

Assessment of separate classes in the same course

Where two or more classes exist in a course, they may be timetabled at different times. This requires careful management so as to safeguard the integrity of an assessment task which may allow one group inadvertent advantage. Students are reminded of the Malpractice provisions of this policy and must understand that their interests are best protected by silence and not assisting a group who may have a similar task later in the school day.

Common tasks, conditions and marking procedures need to occur for all students (*e.g. one teacher marks all of one section or one task*).

Receipt process

A signed register is required for (i) students' receipt of assessment notice and (ii) each assessment task submitted for assessment, (iii) assessment tasks completed in class. For examinations, a roll is taken in every examination session. Student attendance slips are also completed before each examination and collected by supervising staff before being transferred to the relevant faculty with completed papers.

Late submission of an assessment task

Responsibility for submitting required work by the due time on the due date rests with students. Submission or completion of tasks after the time and date due, without a legitimate reason, will result in a student being awarded a zero mark and receiving an 'N' determination warning letter for that task.

Please be aware a computer or printer issue will not be accepted as a valid excuse for failure to submit due work on time.

Students must follow the illness/misadventure variation application process described in the next section.

Illness/misadventure variation application procedures

Students may lodge an illness/misadventure variation application if they believe that circumstances occurring immediately before or during an assessment task, and which were beyond their control, diminished their task performance.

The right to submit an illness/misadventure variation application and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, such as in cases of severe illness of which the school has been notified.

If a student is unable to attend school on the day of an assessment task, or the day a hand-in assessment task is due because of illness or misadventure, they must:

- 1. Notify the school** on or before the due date in writing, in person or by ringing the school and talking to the class teacher and/or Head Teacher explaining why they are unable to hand in their task.
- 2. Obtain a specific medical certificate** with details of the date of onset of the illness, plus any additional dates of consultation, together with a statement about how the student's performance may have been affected. In cases of misadventure, evidence from other sources (*e.g. police statements and/or statutory declarations explaining how the student's performance may have been affected*) should be provided with the date and time of the occurrence and subsequent events.
- 3. Download or photocopy the school's illness/misadventure variation application** from the school website or this document (or ask the class teacher or Head Teacher for one on the morning of the return to school) and complete it, attaching the medical certificate and/or other documentation.
- 4. Submit the completed illness/misadventure variation application** (*with attached documentation*) to the relevant Head Teacher (*or the class teacher if the Head Teacher is absent*) within **two days** of the return to school. If the application is not received on time a zero mark will be recorded for the task and an 'N' determination warning letter will be issued. Students should return to school when they are best ready to perform well on tasks.

The Head Teacher, in consultation with a senior executive, must provide students with an opportunity to attempt the assessment task by either providing an extension of time to complete the original assessment task, provided it does not compromise the validity of the task, or by providing the student with a substitute assessment task. Students must be prepared to do the task or substitute task on the day of return or at a time arranged by the Head Teacher.

Illness/misadventure at school does not cover:

- difficulties in preparation or loss of preparation time.
- alleged deficiencies in teaching.

- misreading of an assessment notification, examination timetable or examination instructions.
- long-term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the assessment period.
- conditions for which students have been granted disability provisions, unless further difficulties are experienced.

In the event of an assessment task clashing with work placement or other approved school activities (compulsory course excursions, school camp, representative sports, etc), it is the student's responsibility to notify teachers of this commitment. Requests for an extension of time must be submitted at least one week before the due date. The task should be submitted **before** the activity.

If a zero mark is awarded for a task, the student has the option to appeal. The appeal must be forwarded to the Deputy Principal within **TWO SCHOOL DAYS** of the student being informed of the Head Teacher decision.

A panel will be convened to decide on the outcome of an appeal. The panel will consist of the Deputy Principal and two Head Teachers (not including the Head Teacher of the subject). Once the decision is made, students have the right of final appeal to the principal if the appeal is dismissed.

The illness/misadventure variation application form is located on the back page of this document. A flowchart of the illness/misadventure variation process can be found on page 16 of this document.

Student assessment task feedback

Teachers must provide students with feedback on their performance in each assessment task, and indicate the student's mark in the task, relative to the outcomes.

Records/assessment marks

The student's actual performance, not potential performance, will be assessed in each task according to the published marking guidelines. Marks will not be modified to take into account possible effects of illness or domestic situations. Assessment marks are recorded centrally by the class teacher responsible for marking the task or section and hard copies and electronic copies are to be kept

by teachers and Head Teachers securely at school. Marks are to be matched to syllabus weightings and checked by the Head Teacher.

Assessment task ranks will be provided for each assessment task. Cumulative assessment ranks should be provided throughout the year or at student request. Cumulative rank order is to be provided on official report documents.

Adjusting marks for final grades

Raw marks are to be converted into weighted marks as set by assessment task weighting. Assessment weighting marks for all valid assessment tasks are to be totalled to articulate final course achievement.

Any adjustment of marks for final grades must be approved by the Senior Executive. The adjustment of marks must not alter student ranking or affect distribution of marks.

The assessment marks submitted to NESAs must establish the rank order and reflect the relative difference between students' performances for the course.

Failure to complete or submit an assessment task

Where a task is not completed and there is no valid reason, a zero mark will be recorded for that task and parents will be notified through an official NESAs letter. Such tasks cannot be counted to satisfy the course completion criteria. Advice to satisfactorily meet course requirements will be outlined in the letter.

All zero tasks need to be submitted regardless of reasons so that performance on relevant outcomes can still be seen. If a student has a prolonged absence or is physically unable to complete a task (*e.g. an accident*), the Head Teacher will generate a substitute task upon their return, or in exceptional circumstances and after consultation with senior executive, an estimate in line with other proven performances will be awarded.

NOTE: Exceptional circumstances will only apply in the case of the parent contacting the principal and obtaining principal approval. The principal will then complete the appropriate documentation on behalf of the student.

Completing formal assessment tasks, appealing and resolving disputes over marks

Students are:

- expected to complete all assessment tasks
- responsible for submitting an appeal about marks allocated for an individual assessment task using the school's policies and procedures.

Schools must resolve individual student appeals over marks allocated for an individual assessment task within 2 weeks of the task being returned.

Malpractice

The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.

Students are responsible for knowing and complying with NESAs ACE Rules and policies regarding malpractice, including:

- [All My Own Work](#), and
- [HSC Rules and Procedures Guide](#), and
- [HSC minimum standard: Malpractice and breaches of test rules](#), and
- [HSC practical submissions](#).

Types of malpractice

Malpractice is any attempt to gain an unfair advantage over other students.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESAs treats allegations of

malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the HSC.

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information. Misrepresentation can include but is not limited to:

- making up journal entries for a project, and/or
- submitting falsified or altered documents, and/or
- referencing incorrect or non-existent sources, and/or
- contriving false explanations to explain work not handed in by the due date.

Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements. Plagiarism includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own, and/or
- using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- building on the ideas or words of another person without appropriate acknowledgement, and/or
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment. Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies.

Breach of assessment conditions

All students undertaking an HSC exam (or HSC minimum standard test) must comply with the assessment conditions set by NESA. A breach of assessment conditions includes any breach of HSC exam rules and procedures. Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

Non-serious attempt in an HSC exam or assessment

To meet the eligibility requirements for the HSC, students must attend and make a serious attempt in all their HSC exams and assessments. Non-serious attempts include but are not limited to answering only multiple-choice questions, and/or responses containing nonsensical or objectionable material (for example obscene symbols, drawings, or comments).

Non-serious attempt in an HSC examination

Students identified as making a non-serious attempt in an HSC exam will not receive a result in the course. NESA will suspend the course at the release of HSC results, notify the student of the decision, and provide the student with an opportunity to formally respond to the non-serious attempt determination.

Cheating or dishonest practices (offender or facilitator)

Any instances of malpractice and/or breach of examination rules will be reported to the Deputy Principal.

Proven cases of undertaking or assisting in cheating or dishonest practices will receive a zero mark and parents will be notified. If you facilitate cheating (e.g. providing your work to be 'looked at', stored or copied), you are cheating. Students have the right to submit an illness/misadventure variation application to appeal this decision.

If the principal determines that the breach is serious enough, then it may result in the cancellation of the assessment task concerned. As a consequence, the student may be ineligible for the subject to appear on the Record of School Achievement and affect the student's eligibility in the awarding of the HSC.

Strategies for preventing malpractice

Prevention of malpractice is always preferable to dealing with its consequences. There are a number of actions schools can take to help students avoid cheating.

- Kariong Mountains High School seeks to ensure that all students understand malpractice and its consequences. All students entered in one or more Year 11 or HSC course must have completed the 'HSC: All My Own Work' program on the NESAs website. This program helps students follow good principles and practices in assessments and exams.
- Students must sign a declaration saying that they have read this booklet. This is an opportunity for the school to reinforce key messages about malpractice.
- Kariong Mountains High School aims to design tasks that minimise opportunities for malpractice and include a level of supervision.
- Each course teacher has an obligation to help students with learning how to document and record legitimate assistance. This includes correct referencing, correct acknowledgement of sources and assistance with projects and practical works in accordance with the NESAs documentation for the course.
- The Kariong Mountains High School Professional Learning program incorporates in-servicing that ensures teachers understand the kind of feedback they can legitimately give for school assessment work, and during the development of projects and practical works, so that they can confidently help students without inadvertently contributing to malpractice.

For work completed out of class time

Strategies to prevent malpractice in work completed outside class time are based on a consistent approach applied across the whole school. Ensuring students are adequately briefed and feel prepared for the challenges presented by an assessment task should reduce the risk of cheating and malpractice. Teachers are to apply one or more of the following strategies:

- If possible, teachers should allocate class time to planning and drafting an initial response to the task.
- All students are required to prepare annotated references, and/or maintain a process diary/journal, and/or submit original drafts, annotated by the class teacher, with the final copy. All students are required to present work either orally, visually or in writing at key stages of the development process. This work is to be cited by the teacher and records maintained.
- Where appropriate, teachers should consider multiple submission dates to monitor a student's progress.
- Where appropriate, teachers should consider requiring students to develop an action plan with a specific time frame to be signed off as each task is completed. They may need to keep logbooks, journals or reflection statements throughout the development of their projects or practical works. They may be asked to present for a *viva voce* or to deliver a brief presentation on their progress, which could include submitting their logbooks and discussing the entries.
- Students must understand that components of their projects or practical works that have been written, created or developed by others must be acknowledged in accordance with the NESAs documentation for that course.
- When preparing a brief for any assessment task being undertaken by parallel classes, teachers must develop a shared understanding of the nature and extent of the support they are prepared to provide. At the outset, clearly advise students of the degree of teacher involvement in the development, rehearsal or execution of a work.
- Courses with a submitted project or practical work, such as Design and Technology, Industrial Technology, Visual Arts and English Extension 2 have special requirements. For example, the teacher and the principal must state whether they believe the work is authentically the student's work. Students are required to show consistent development of work for certification to be granted.

Non-serious attempts

If an assessment task effort is deemed by the class teacher and Head Teacher to be non-serious the student will receive a zero mark, a 'N' determination warning letter, and parents will be notified. Non-serious attempts may include instances where there are no or few questions are answered, extremely short or nonsensical responses, responses of irrelevance or those containing inappropriate material. Attempting only multiple-choice questions in an exam is a non-serious attempt. Please note that if a section of an examination is omitted, it will contribute its percentage value to the non-completion of 50% of assessment tasks requirement as laid down by NESA. Students may be interviewed with a view to withdrawal from the course. Affected parties may submit an illness/misadventure variation application.

Disruption to exams and assessment tasks

Students are expected to work on their task or exam in such a way that the learning and/or performance of others is not disrupted. Actions such as making noises, tapping pens, asking to leave the exam room and talking are examples of inappropriate behaviour. If an exam supervisor or class teacher judges that the student has deliberately disrupted the assessment task, then the matter will be referred to the course Head Teacher who will determine the consequence of a zero-mark awarded, due to malpractice.

Mobile phones/electronic devices

Students are to ensure any mobile phones and electronic devices, including smart watches and ear devices, are turned off and placed in their pouches at the commencement of the school day, in line with the school's mobile phone policy. Students are also required to do the same **before the commencement of any exam**. Failure to do so will result in a zero mark for that assessment task.

Entering new students into HSC courses

Principals have discretion to enter a student entering into a NSW school for the first time into HSC courses in that year if they are satisfied that the student has achieved equivalent outcomes to those of the requisite Preliminary courses, has the equivalent of a certificate awarded at the end of Year 10, or end of secondary schooling by another jurisdiction, or have satisfactorily completed study until

Year 10, and is able to enter in sufficient time to meet all the requirements of the HSC courses, and for the school to provide assessment mark(s).

Schools must enter students into HSC courses **no later than 30 June** each year. Students arriving after 30 September of the HSC course year may not sit for the HSC exam in the same year. Schools cannot enter students into courses after the due date published in the '*Timetable of actions for secondary schools*' for the submission of assessment marks.

Use of Artificial Intelligence by students

Advances in AI technology have significant implications for the future of education in NSW and globally. Like any technology, AI can be used to augment teaching and learning, curriculum, and pedagogy. AI will never replace strong curriculum, effective assessment and good teaching practices.

AI has implications for academic honesty. Unapproved use of AI in the completion of assignments is a breach of academic integrity. All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately.

Advice for students

Plagiarism and other forms of academic dishonesty are unacceptable. You should be aware that current rules for cheating and plagiarism still apply to AI. All work should be your own or correctly acknowledged. It is important that you take academic pride and ownership by submitting original work.

AI can also be unreliable and must always be monitored by a human. AI can produce biased and/or toxic content, false information or facts that aren't based on real data or events and false citations. This could compromise the quality of your submissions.

Students should be confident that plagiarism controls will be fairly applied, even in low-level cases.

Advice for teachers

Teachers should be aware of, and comply with, sector and school policies for using AI, which can be used to enhance students' learning experiences in approved and monitored contexts.

In line with good assessment practice, schools should ensure a variety of task types that enable students to demonstrate their learning against achievement standards either with or without AI.

All assessment should validly assess student learning. Teachers are the best judges of student work, recognising student voice and assessing authenticity of their work.

Students with atypical circumstances

Students accelerating into a course

Acceleration occurs when individual students access a course that is beyond their chronological stage of schooling. Decisions about students accelerating into a course must be made on an individual case-by-case basis.

Students accelerating into a course must satisfactorily complete the preceding course in less than the stated indicative time. A student may also be considered for acceleration if there is no related course in the student's chronological stage of schooling and the student has demonstrated ability and readiness to undertake the course.

Students can accelerate into one course, a number of courses, or all courses (grade advancement). Students who accelerate into a Stage 6 course may begin to accumulate results towards the award of the RoSA or HSC.

Students must only accelerate into Board Developed courses, complete All My Own Work (or equivalent) prior to being entered into a Stage 6 course and complete all assessment tasks (or their equivalent) that are undertaken by students completing the formal assessment program for that course.

Credit transfer and recognition of prior learning (RPL) for non-VET courses

Credit transfer and recognition of prior learning (RPL) are 2 ways students can have their prior learning count towards the completion of Stage 6 courses. This includes formal, informal, or non-formal learning gained through past education and/or training programs undertaken in Australia or overseas, or through life and work experience.

Students may apply for credit transfer or RPL when entering the NSW education system for the first time, when re-entering the NSW education system after a period of absence, or while undertaking Stage 6 courses. Students can be eligible for both credit transfer and RPL, however, for any given course, either credit transfer or RPL can be granted, but not both.

External providers

An external provider is a separate entity to the school and delivers an entire course to students, for example the NSW School of Languages, distance education centres, TAFE NSW, registered training organisations (RTOs) and universities.

Schools maintain primary responsibility for the delivery of the curriculum for their students. Students must seek approval from their principal to study courses with an external provider.

Granting leave to HSC students

Principals have discretion to grant leave to an HSC student in accordance with school and/or sector policies and procedures. They must advise HSC students applying for leave that all course completion, assessment requirements, and exam attendance requirements continue to apply, irrespective of whether their leave request is granted or not.

The leave request must be reasonable, and the student must meet the course completion, assessment and exam attendance requirements in the HSC courses they are entered. Principals may negotiate the completion of course and assessment requirements with the student in accordance with the school's policies and procedures for school-based assessment.

Provisional Entry of Students into HSC Courses

The principal may authorise a student who received a 'N Determination' in a Preliminary Course to enter the HSC course for that subject, while attempting to satisfy Preliminary requirements. A student must satisfactorily complete all Preliminary work, commitments and demands before final HSC course eligibility is confirmed. Regular monitoring of this situation by the Head Teacher, and in discussion with the principal, will decide whether the assessment marks earned under the HSC Assessment procedures will count.

Invalid Assessment Tasks

Where an assessment task does not function as required, or where there is a problem with its administration, a completed task may have its weighting reduced, a replacement task may be added, or in extreme cases, a task may be totally discarded, and a replacement task arranged. Students will be advised of this in writing and will sign to acknowledge their receipt of this information.

Disability Provisions

NESA sanctioned disability provisions will be provided to eligible students for examinations. Students requiring this provision will be required to provide requested information and documentation to the Student Wellbeing Team. This team will coordinate the application to NESA and at-school provisions. NESA make the final decision as to whether the provisions are approved.

Disability provisions address students' exam needs impacted by one or more of the following categories of disability:

- learning, and/or
- medical, and/or
- vision, and/or
- hearing

and are determined on the basis of functional evidence of impact.

Adjustments for school-based assessment tasks

The school will ensure that students with disability can access and participate in education on the same basis as other students, as required under the [Disability Standards for Education 2005](#).

Through collaborative curriculum planning, the school will determine, and implement, reasonable adjustments for a student with disability for school-based assessment tasks. Adjustments are actions taken that enable a student with disability to access syllabus outcomes and content on the same basis as their peers.

Schools are responsible for any decision to determine adjustments to school-based assessment activities and tasks, including in-school tests. Adjustments at a school level are not disability provisions for the HSC. Adjustments for school-based assessment tasks may be different to disability provisions approved for HSC exams. However, schools must still provide adjustments for school-based assessment.

Eligibility to study Stage 6 Life Skills courses

Stage 6 Life Skills courses provide course options for students with intellectual disability or imputed intellectual disability in Years 11–12 who cannot access related general education courses. Principals must make decisions about accessing Stage 6 Life Skills courses based on the needs of the individual student, for each course, and via collaborative curriculum planning, and involving the individual student (where appropriate), their parents/carers, and their teachers.

Stage 6 Life Skills courses are not appropriate options for students:

- who do not have an intellectual disability or an imputed intellectual disability
- who are experiencing significant unexpected and/or chronic health issues
- who are performing below their cohort
- who could access outcomes and content with appropriate adjustments and support
- with emotional and/or behavioural needs.

A student studying a Stage 6 Life Skills course cannot return to studying general education courses once a decision to access Life Skills courses has been made. Students accessing Stage 6 Life Skills courses must continue studying Stage 6 Life Skills courses in the current stage of schooling.

VET curriculum requirements

VET courses for [Stage 6](#) must be delivered by a registered training organisation (RTO) that has the relevant qualification and units of competency on their scope of registration, and follow the course developed or endorsed by NESAs.

Schools retain overall responsibility for monitoring course delivery and for duty of care while students are participating in courses conducted by an RTO.

VET courses may count towards the award of the HSC if the course was developed or endorsed by NESAs, the course was taught in line with the syllabus description and the indicative hour requirements, the student has satisfactorily completed the course, including any mandatory work placement requirements, and the course adheres to NESAs's pattern of study requirements.

The unit credit is accredited to the Preliminary or HSC pattern of study according to the year in which the student is undertaking the course. Schools must not enter students into Stage 6 VET courses after 30 June and must be satisfied that the student will be able to complete all course requirements, including mandatory work placement.

Assessment in VET courses must:

- be standards-referenced, where performance is judged against a prescribed standard contained in each unit of competency

- meet the requirements of the Training Package or nationally accredited course on which the VET course is based
- be conducted by a qualified assessor under the RTO, and
- determine students as 'competent' or 'not yet competent'

Students must meet all performance criteria to demonstrate achievement of an element of competency and achieve all elements of competency to demonstrate achievement of a unit of competency.

VET HSC Examination and the ATAR.

Students looking to obtain an ATAR must sit the HSC examination.

Students who are not on an ATAR pattern of study may elect to withdraw from the HSC examination. Students **MUST** complete an examination withdrawal form signed by the parent/ guardian and receive confirmation of their withdrawal.

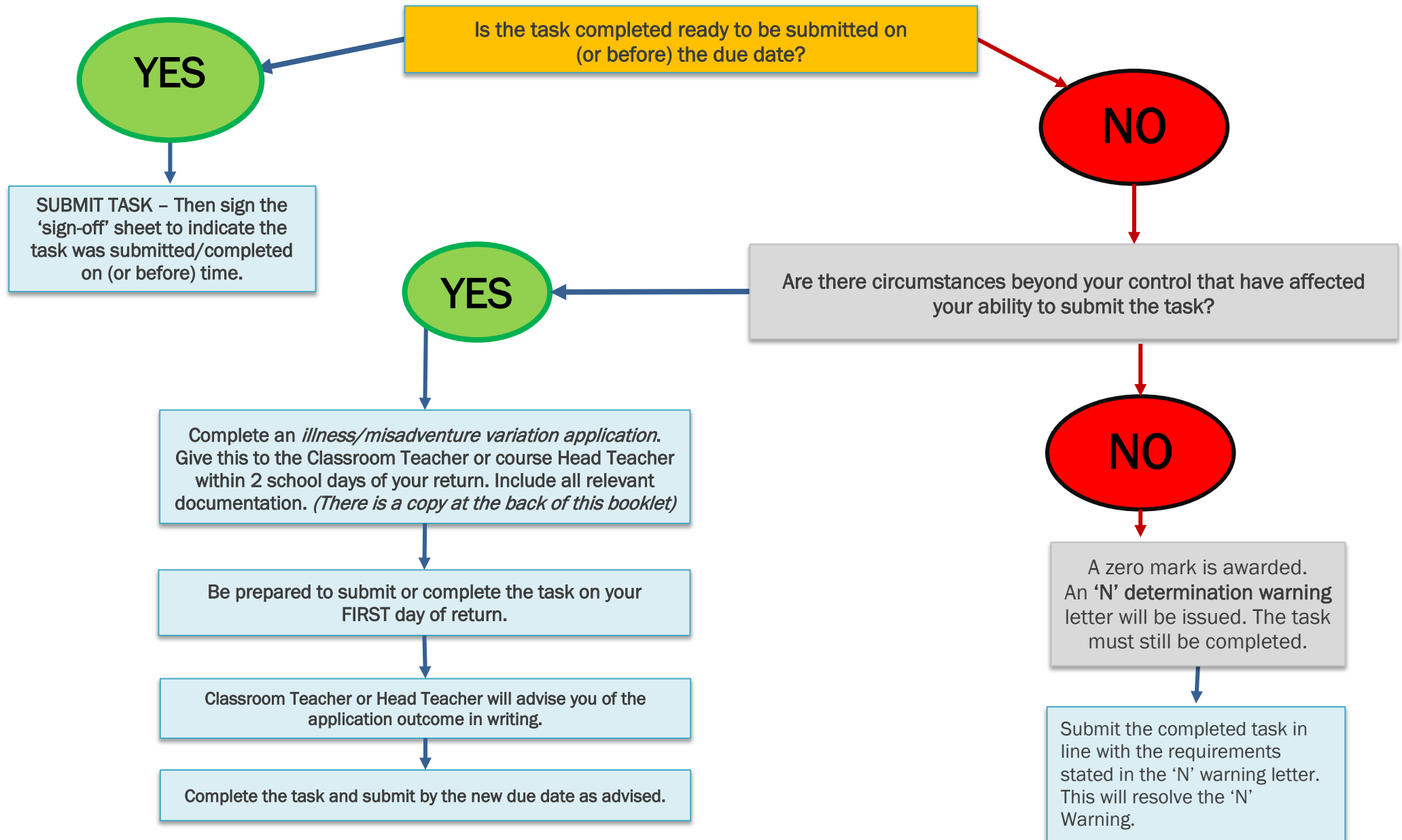
Evaluating this Policy

This policy will be evaluated every year by the school's executive staff.

IMPORTANT NOTE:

The information contained in this booklet is provided as an outline for students, parents and teachers for the HSC Courses offered in 2026. Students will be given more specific information regarding the assessment procedures in each course from their class teachers. General information and assistance with the school's assessment program can be obtained from the deputy principal. Students and parents should ensure that they understand the procedures, programs and implications of the materials presented.

Assessment Task Flowchart





KARIONG MOUNTAINS HIGH SCHOOL SCHEDULE OF ASSESSMENT

Ancient History

Year 11 Preliminary Course 2026

TASK Number:	TASK 1	TASK 2	TASK 3	*Outlined in the Assessment Notification
Nature of Task:	Source analysis	Presentation	Yearly Examination	
Timing:	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 9/10	
Outcomes Assessed:	AH11-6, AH11-7, AH11-9, AH11-10	AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	*TBC	
Topics:	Investigating Ancient History	Historical Investigation		
COMPONENTS:				Weighting %
Knowledge and understanding of course content	20	0	20	40
Historical skills in the analysis and evaluation of sources and interpretations.	5	5	10	20
Historical inquiry and research.	10	10	0	20
Communication of historical understanding in appropriate forms.	5	5	10	20
TOTAL WEIGHTING %	40%	20%	40%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Biology				Year 11 Preliminary Course 2026
TASK Number:	TASK 1	TASK 2	TASK 3	*Outlined in the Assessment Notification
Nature of Task:	First-hand investigation: Practical report	Depth Study: Research Report	Yearly Examination	
Timing:	Term 2, Week 1	Term 3, Week 1	Term 3, Weeks 9/10	
Outcomes Assessed:	BIO 11-1, BIO 11-2, BIO 11-3, BIO 11-5, BIO 11-7, BIO 11-8	BIO 11-4, BIO 11-5, BIO 11-6, BIO 11-7, BIO 11-10	*TBC	
Topics:	Module 1	Module 2	Modules 1 – 4	
COMPONENTS				Weighting %
Knowledge and understanding - Structure and function of organisms - Earth's biodiversity and effect on evolution	10	10	20	40
Skills in: - Questioning and predicting - Planning /conducting investigations. - Processing data and information - Analysing data/information - Problem solving + communicating	20	25	15	60
TOTAL WEIGHTING %	30%	35%	35%	100



KARIONG MOUNTAINS HIGH SCHOOL SCHEDULE OF ASSESSMENT

Business Studies

Year 11 Preliminary Course 2026

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Research Task	In-class extended response	Small Business Plan	
Timing:	Term 1, Week 9	Term 2, Week 8	Term 3, Week 10	
Outcomes Assessed:	P1, P2, P7	P4, P5, P8, P9	P3, P4, P6, P8, P9, P10	
Topics:	Nature of Business	Business Management	Business Planning	
COMPONENTS				Weighting %
Knowledge and understanding of course content	10	20	15	45
Stimulus-based skills	0	5	5	10
Inquiry and research	10	5	10	25
Communication of business information, ideas and issues in appropriate forms.	5	5	10	20
TOTAL WEIGHTING %	25%	35%	40%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Chemistry

Year 11 Preliminary Course 2026

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Research and Model	Depth Study Practical Investigation and Report	Yearly Examination	*Outlined in the Assessment Notification
Timing:	Term 1, Week 9	Term 3, Week 1	Term 3, Weeks 9/10	
Outcomes Assessed:	CH11-1, CH11-3, CH11-4, CH11-6, CH11-7, CH11-8	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-7, PH11-9	*TBC	
Topics:	Properties and Structure of Matter	Quantitative Chemistry and Reactive Chemistry		
COMPONENTS				Weighting %
Skills in Working Scientifically	20	25	15	60
Knowledge and understanding.	10	10	20	40
TOTAL WEIGHTING %	30%	35%	35%	100



KARIONG MOUNTAINS HIGH SCHOOL SCHEDULE OF ASSESSMENT

Community and Family Studies

Year 11 Preliminary Course 2026

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Case studies	Interviews and Report	Yearly Examination	*Outlined in the Assessment Notification
Timing:	Term 1, Week 7	Term 2, Week 7	Term 3, Weeks 9/10	
Outcomes Assessed:	1.1, 1.2, 4.2, 6.2	2.1, 3.1, 4.1, 4.2, 5.1	*TBC	
Topics:	Resource Management	Families and Communities		
COMPONENTS				Weighting %
Knowledge and understanding of: <ul style="list-style-type: none"> - Resource management - Positive relationships - Range of societal factors - Nature of groups, families and communities 	15	15	10	40
Skills in: applying management to meet needs + planning to take responsible action to promote wellbeing.	10	5	10	25
Knowledge /understanding about research methodology. Skills in research, critical thinking, analysis and communication	5	20	10	35
TOTAL WEIGHTING %	30%	40%	30%	100



KARIONG MOUNTAINS HIGH SCHOOL SCHEDULE OF ASSESSMENT

Engineering				Year 11 Preliminary Course 2026
TASK Number:	TASK 1	TASK 2	TASK 3	*Outlined in the Assessment Notification
Nature of Task:	Product Analysis	Engineering Report	Yearly Examination	
Timing:	Term 2, Week 3	Term 3, Week 1	Term 3, Weeks 9/10	
Outcomes Assessed:	P1.2, P2.1, P4.1, P4.2, P6.1	P3.1, P3.2, P3.3, P4.2, P6.2	*TBC	
Topics:	Engineered Products	Braking Systems	All	
COMPONENTS				Weighting %
Engineering Application	25	10	0	35
Engineering Focus Module	10	25	30	65
TOTAL WEIGHTING %	35%	35%	30%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

English Advanced

Year 11 Preliminary Course 2026

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Imaginative Response & Reflection	Speech Presentation	Yearly Examination	*Outlined in the Assessment Notification
Timing:	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 9/10	
Outcomes Assessed:	EAV-11-02, EAV-11-05, EAV-11-06	EAV-11-01, EAV-11-03, EAV-11-04,	*TBC	
Topics:	<i>Reading to Write: Transition to English Advanced</i>	<i>Module A: Narratives That Shape Our World</i>	<i>Module B: Critical Study of Literature</i>	
COMPONENTS				Weighting %
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	15	20	15	50
TOTAL WEIGHTING %	30%	40%	30%	100



KARIONG MOUNTAINS HIGH SCHOOL SCHEDULE OF ASSESSMENT

English Standard

Year 11 Preliminary Course 2025

TASK Number:	TASK 1	TASK 2	TASK 3	*Outlined in the Assessment Notification
Nature of Task:	Imaginative Response & Reflection	Speech Presentation	Yearly Examination	
Timing:	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 9/10	
Outcomes Assessed:	EST-11-02, EST-11-05, EST-11-06	EST-11-01, EST-11-03, EST-11-04,	*TBC	
Topics:	<i>Reading to Write: Transition to English Standard</i>	<i>Module A: Contemporary Possibilities</i>	<i>Module B: Close Study of Literature</i>	
COMPONENTS				Weighting %
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	15	20	15	50
TOTAL WEIGHTING %	30%	40%	30%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Food Technology

Year 11 Preliminary Course 2026

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Research Task with Practical Component	Research Task: Experimentation and Practical	Yearly Examination	*Outlined in the Assessment Notification
Timing:	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed:	P1.1, P1.2, P3.2, P4.1, P4.2, P5.1	P2.2, P3.2, P4.1, P4.4, P5.1	*TBC	
Topics:	Food Availability and Selection	Food Quality	All	
COMPONENTS				Weighting %
Knowledge and understanding	5	5	30	40
Knowledge and skills in designing researching analysing and evaluating	15	15	0	30
Skills in experimenting with and preparing food by applying theoretical concepts	15	15	0	30
TOTAL WEIGHTING %	35%	35%	30%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Year 11 VET Hospitality – Food and Beverage Stream

Year 11 Preliminary Course 2026

Assessment Tasks for Certificate II Hospitality SIT20322

TASK		VET Introduction	Task 1	Task 2	Work Placement Weeks 6/7 Term 3
Nature of Task:		Course introduction	Safety in the kitchen	Service please	
Timing: Units of Work 'Tasks' may be introduced early to complement the delivery of context and the requirement of certain units of work. Your teacher will discuss these changes in delivery if or when they occur.		Term Week	Term Week	Term Week	
Code	Unit of Competency				Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.
SITXFSA005	Use hygienic practices for food safety		X		
SITXWHS005	Participate in safe work practices		X		
SITXFSA006	Participate in safe food handling practices		X		
SITHCCC025	Prepare and present sandwiches		X		
SITXCCS011	Interact with customers			X	
SITXCOM007	Show social and cultural sensitivity.			X	
Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.					
The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. A course mark is not allocated, and the student is considered ‘under assessment’ for the duration of the course.					



KARIONG MOUNTAINS HIGH SCHOOL SCHEDULE OF ASSESSMENT

Health Movement and Sport Science

Year 11 Preliminary Course 2026

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Research and multimodal presentation	Collaborative investigation	Yearly Examination	*Outlined in the Assessment Notification
Timing:	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 9/10	
Outcomes Assessed:	11-01, 11-02, 11-05, 11-07, 11-09, 11-10	11-02, 11-04, 11-5, 11-06, 11-07, 11-10	*TBC	
Topics:	Health for individuals and communities	The body in motion	All	
COMPONENTS				Weighting %
Knowledge and understanding of course content.	15	15	10	40
Skills in critical thinking, research, analysing and communicating.	15	15	30	60
TOTAL WEIGHTING %	30%	30%	40%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Industrial Technology - Timber

Year 11 Preliminary Course 2026

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Practical & Portfolio	Practical & Portfolio	Yearly Examination	*Outlined in the Assessment Notification
Timing:	Term 2, Week 1	Term 3, Week 3	Term 3, Weeks 9/10	
Outcomes Assessed:	P1.2, P2.1, P3.1P,3.2, P3.3, P4.3, P5.1, P5.2	P2.1, P2.2, P3.1, P3.3, P4.1, P4.2	*TBC	
Topics:	Project Development, Realisation and Management	Design, Realisation and Project Management	All theory-related content, industry study and processes	
COMPONENTS				Weighting %
Industry Study	0	0	15	15
Design	0	10	0	10
Management and Communication	10	10	0	20
Production	20	20	0	40
Industry Related Manufacturing Technology	5	0	10	15
TOTAL WEIGHTING %	35%	40%	25%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Investigating Science

Year 11 Preliminary Course 2026

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Firsthand Investigation: Practical Report	Depth Study Research and Presentation	Yearly Examination	*Outlined in the Assessment Notification
Timing:	Term 2, Week 1	Term 3, Week 3	Term 3, Weeks 9/10	
Outcomes Assessed:	INS11-1, INS11-2, INS11-4, INS11-7, INS11-8	INS11-4, INS11-5, INS11-6, INS11- 7, INS11-9, INS11-11	*TBC	
Topics:	Module 1	Module 2	Module 1 - 4	
COMPONENTS				Weighting %
Skills in Working Scientifically	20	20	15	60
Knowledge and understanding.	10	15	20	40
TOTAL WEIGHTING %	30%	35%	35%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Legal Studies

Year 11 Preliminary Course 2026

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Research Task	Depth Study Research and Presentation	Yearly Examination	*Outlined in the Assessment Notification
Timing:	Term 1, Week 8	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed:	P1, P2, P3, P4	P5, P6, P7, P8	*TBC	
Topics:	The Legal System	The Individual and the Law		
COMPONENTS				Weighting %
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation		10	10	20
Inquiry and research	20			20
Communication of legal information, ideas and issues in appropriate forms	10	10		20
TOTAL WEIGHTING %	40%	30%	30%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Mathematics Advanced

Year 11 Preliminary Course 2026

TASK Number:	TASK 1	TASK 2	TASK 3	*Outlined in the Assessment Notification
Nature of Task:	In-class test	In-class test	Yearly Examination	
Timing:	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9/10	
Outcomes Assessed:	MAO-WM-01 MAV-11-01, MAV-11-02, MAV-11-03	MAO-WM-01 MAV-11-04, MAV-11-05, MAV-11-06	*TBC	
Topics:	Algebraic Techniques Functions and Relations	Trigonometry and Measure of Angles Trigonometric Identities and Equations Introduction to Differentiation	Working with functions Trigonometry and measure of angles Trigonometric identities and equations Introduction to differentiation Exponential and logarithmic functions Graph transformations Probability and data	
COMPONENTS				Weighting %
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
TOTAL WEIGHTING %	30%	30%	40%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Mathematics Extension 1

Year 11 Preliminary Course 2026

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	In-class test	In-class test	Yearly Examination	*Outlined in the Assessment Notification
Timing:	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9/10	
Outcomes Assessed:	ME1-11-01, ME1-11-04	ME1-11-02, ME1-11-05	*TBC	
Topics:	Permutations & Combinations Inequalities	Polynomials Further Trigonometry	Permutations & Combinations Inequalities Polynomials Further Trigonometry Further Work with Functions The Binomial Theorem Graphical Relationship	
COMPONENTS				Weighting %
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
TOTAL WEIGHTING %	30	30	40	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Mathematics Standard

Year 11 Preliminary Course 2026

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	In-class test	In-class test	Yearly Examination	*Outlined in the Assessment Notification
Timing:	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9/10	
Outcomes Assessed:	MST-11-03, MST-11-01, MAO-WM-01	MST-11-05, MST-11-08, MST-11-07, MAO-WM-01	*TBC	
Topics:	Earning Money Formulas and Equations	Applications of Measurement Data Analysis Networks, Paths and Trees	Formulas and Equations Linear Relationships Earning Money Managing Money Applications of Measurement Time and Location Networks Paths and Trees Data Analysis	
COMPONENTS				Weighting %
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
TOTAL WEIGHTING %	30	30	40	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Modern History

Year 11 Preliminary Course 2026

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Extended Response	Research and presentation	Yearly Examination	*Outlined in the Assessment Notification
Timing:	Term 1, Week 10	Term 3, Week 2	Term 3, Weeks 9/10	
Outcomes Assessed:	MH11-6, MH11-7, MH11-9, MH11-10	MH11-2, MH11-4, MH11-6, MH11-8, MH11-9, MH11-10	*TBC	
Topics:	Investigating modern history	Historical investigation	All course topics	
COMPONENTS				Weighting %
Knowledge and understanding of course content	20	0	20	40
Historical skills in the analysis and evaluation of sources and interpretations.	5	5	10	20
Historical inquiry and research.	0	15	5	20
Communication of historical understanding in appropriate forms.	5	10	5	20
TOTAL WEIGHTING %	30%	30%	40%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Music 1

Year 11 Preliminary Course 2026

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Performance Musicology Research	Composition Viva Voce	Performance Aural Examination	
Timing:	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed:	P1, P4, P5, P6, P7	P3, P4, P6, P7, P8	P1, P4, P6, P7, P8	
Topics:	Music for small ensembles	Popular music	Rock music	
COMPONENTS				Weighting %
Performance	10	0	15	25
Musicology	10	15	0	25
Composition	0	25	0	25
Aural	0	0	25	25
TOTAL WEIGHTING %	20%	40%	40%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Music Industry Preliminary Course

Training and Assessment Strategy - CUA30915 Certificate III in Music

Year 11 Preliminary Course 2026

TASK		VET Introduction	TASK 1	TASK 2	TASK 3	
Nature of Task:		Course introduction	Careers in music	Work in music 30 hours	Play music. 75 hours	
Timing: Units of Work 'Tasks' may be introduced early to complement the delivery of context and the requirement of certain units of work. Your teacher will discuss these changes in delivery if or when they occur.		Term Week	Term Week	Term Week	Term Week	
Code	Unit of Competency					
CUAIND314	Plan a career in the creative arts industry		X			Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.
CUACMP311	Implement copyright arrangements			X		
CUAIND313	Work effectively in the music industry			X		
CUAMPF313	Contribute to backup accompaniment as part of a group				X	
CUAMPF312	Prepare for musical performances				X	
CUASOU331	Undertake live audio operations				X	
Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment towards a CUA30920 Certificate III in Music. Examinable units to be confirmed by teacher.						
The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". A course mark is not allocated, and the student is considered 'under assessment' for the duration of the course.						



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Physics

Year 11 Preliminary Course 2026

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Research and Presentation	Depth Study Research and Presentation	Yearly Examination	*Outlined in the Assessment Notification
Timing:	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed:	PH11-6, PH11-7, PH11-8	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-7, PH11-9	*TBC	
Topics:	Kinematics	Dynamics		
COMPONENTS				Weighting %
Skills in Working Scientifically	20	25	15	60
Knowledge and understanding.	10	10	20	40
TOTAL WEIGHTING %	30%	35%	35%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Sports Coaching Preliminary Course

Training and Assessment Strategy - SIS30521 Certificate III in Sport Coaching

Year 11 Preliminary Course 2026

TASK		VET Introduction	TASK 1	TASK 2		
Nature of Task:		Course introduction	Tournament time	Coaching the individual		
Timing: Units of Work 'Tasks' may be introduced early to complement the delivery of context and the requirement of certain units of work. Your teacher will discuss these changes in delivery if or when they occur.		Term Week	Term Week	Term Week		
Code	Unit of Competency					
HLTWHS001	Participate in workplace health and safety		X		Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.	
SISXIND006	Conduct sport, fitness and recreation events		X			
SISSSCO003	Meet participant coaching needs			X		
BSBPOS403	Apply business risk management processes			X		
Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment towards a SIS30521 Certificate III in Sport Coaching.						
The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". A course mark is not allocated, and the student is considered 'under assessment' for the duration of the course.						



School To Work

Pattern of Study



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Construction

Assessment tasks for CPC20220 Certificate II in Construction Pathways

School to Work – Pattern of Study 2026

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 3). Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			TASK 1	TASK 2	TASK 3	TASK 4	TASK 5.3	TASK 6	TASK 7	HSC Trial
			White Card	Work safe, Stay safe	Working it out	Project planning	Joinery	Project planning	Group project	
Code	Unit of Competency	HSC Examinable Unit	Term Week	Term Week	Term Week	Term Week	Term Week	Term Week	Term Week	Term Week
CPCWHS1001	Prepare to work safely in the construction industry.		X							
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry.	✓		X						
CPCCCM1011	Undertake basic estimation and costing.				X					
CPCCOM1015	Carry out measurements and calculations.	✓			X					
CPCCOM2001	Read and interpret plans and specifications.	✓				X				
CPCCOM1013	Plan and organise work.	✓				X				
CPCCJN2001	Assemble components						X			
CPCCJN3004	Manufacture and assemble joinery components						X			
CPCCA2002	Use carpentry tools and equipment							X		
CPCCCM2005	Use construction tools and equipment	✓						X		
CPCCCA2011	Handle carpentry materials							X		
CPCCVE1011	Undertake a basic construction project								X	
CPCCOM1012	Work effectively and sustainably in the construction industry	✓							X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. A course mark is not allocated. A course mark is not allocated, and the student is considered ‘under assessment’ for the duration of the course.



KARIONG MOUNTAINS HIGH SCHOOL SCHEDULE OF ASSESSMENT

English Studies

School to Work – Pattern of Study 2026

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Written Response & Reflection	Speech Presentation	Portfolio Collection	
Timing:	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed:	ESD-11-02, ESD-11-04, ESD-11-05	ES11-2, ES11-3, ES11-4, ES11-6	ESD-11-01, ESD-11-02, ESD-11-03, ESD-11-04, ESD-11-05	
	<i>Reading to Write: Transition to English Studies</i>	<i>Elective I: The Big Screen</i>	<i>Elective H: Uncovering the Truth</i>	
COMPONENTS				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively.	15	15	20	50
TOTAL WEIGHTING %	30%	30%	40%	100



KARIONG MOUNTAINS HIGH SCHOOL SCHEDULE OF ASSESSMENT

Mathematics Numeracy

School to Work – Pattern of Study 2026

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Assignment	Assignment	Assignment	
Timing:	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9/10	
Outcomes Assessed:	N6-1.2, N6-1.3, N6-2.2, N6-3.1	N6-1.1, N6-2.2 N6-2.3, N6-3.2	N6-1.1, N6-1.2, N6-2.1, N6-2.2, N6-3.1	
Topics:	Cars around the moon	Travel guide	Renovate, redecorate	
COMPONENTS				Weighting %
Understanding and Knowledge	15	15	20	50
Skills	10	20	20	50
TOTAL WEIGHTING %	25	35	40	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Sport, Lifestyle and Recreation

School to Work - Pattern of Study 2026

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Theory and Practical assessment First Aid certificate	Practical Performance and offence/defence portfolio	Learning Booklet	
Timing:	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes Assessed:	1.3, 2.5, 3.6, 4.2, 4.4, 4.5	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	
Topics:	First Aid and Sports Injuries	Games and Sports Applications I	Resistance Training	
COMPONENTS				Weighting %
Knowledge and understanding of: Factors that influence health and participation in physical activity. The principles and processes impacting on the realisation of movement potential.	20	10	40	70
Skills in analysing and implementing strategies that promote health, physical activity, performance + influence participation/performance of self & others.	10	20	0	30
TOTAL WEIGHTING %	30%	30%	40%	100



KARIONG MOUNTAINS HIGH SCHOOL

SCHEDULE OF ASSESSMENT

Work Studies

School to Work – Pattern of Study 2026

TASK Number:	TASK 1	TASK 2	TASK 3	
Nature of Task:	Research Task	Workplace Journal	Assignment	
Timing:	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9/10	
Outcomes Assessed:	Examines different types of work and skills for employment Assesses pathways for further education, training and life planning Communicates and uses technology effectively.	Investigates a range of workplace environments Examines different types of work skills for employment. Applies self-management and teamwork skills. Utilises strategies to plan, organize and solve problems.	Examines different types of work and skills for employment. Assesses pathways for further education, training and life planning. Communicates and uses technology effectively.	
Topics:	Core Module Modules 5 and 6	Experiencing Work	Workplace Communication	
COMPONENTS				Weighting %
Knowledge and understanding	20	10	20	50
Skills	10	20	20	50
TOTAL	30	30	40	100

ASSESSMENT CALENDAR - 2026 YEAR 11 PRELIMINARY COURSE

KARIONG MOUNTAINS HIGH SCHOOL



	TERM 1		TERM 2		TERM 3	
Week 1			Line A Timber Investigating Science	Line F Biology	Line F Engineering Biology	Line D Chemistry
Week 2					Line B Modern History	
Week 3			Line F Engineering		Line A Timber Investigating Science	
Week 4						
Week 5						
Week 6					WORK PLACEMENT - Hospitality	
Week 7	Line E CaFS		Line E CaFS		WORK PLACEMENT - Hospitality	
Week 8	Line A Ancient History HMS	Line F Legal Studies	Line A Ancient History HMS	Line D Business Studies		
Week 9	Line D Business Studies Chemistry	Line C English Advanced English Standard	Line F Legal Studies	Line B Food Technology Music Physics	EXAMINATIONS and FINAL ASSESSMENT SUBMISSIONS	
Week 10	Line E Mathematics Advanced Mathematics Extension 1 Mathematics Standard	Line B Food Technology Modern History Music Physics	Line E Mathematics Advanced Mathematics Extension 1 Mathematics Standard	Line C English Advanced English Standard	EXAMINATIONS and FINAL ASSESSMENT SUBMISSIONS	
School To Work	English – Wk 9 SLR – Wk 9	Mathematics – Wk 10 Work Studies – Wk 10	English – Wk 9 SLR – Wk 9	Mathematics – Wk 10 Work Studies – Wk 10	Work Experience Wks. 9/10 Mathematics, SLR, English and Work Studies due alternate weeks 9/10	

Glossary of Key Terms

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	<u>Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.</u>
Analyse	<u>Identify components and the relationship between them; draw out and relate implications.</u>
Apply	<u>Use, utilise, employ in a particular situation.</u>
Appreciate	<u>Make a judgement about the value of.</u>
Assess	<u>Make a judgement of value, quality, outcomes, results or size.</u>
Calculate	<u>Ascertain/determine from given facts, figures or information.</u>
Clarify	<u>Make clear or plain.</u>
Classify	<u>Arrange or include in classes/categories.</u>
Compare	<u>Show how things are similar or different.</u>
Construct	<u>Make; build; put together items or arguments.</u>
Contrast	<u>Show how things are different or opposite.</u>
Critically	<u>Add a degree or level of accuracy depth, knowledge and understanding. (analyse/logic, questioning, reflection and quality to (analysis/evaluation) evaluate).</u>
Deduce	<u>Draw conclusions.</u>
Define	<u>State meaning and identify essential qualities.</u>
Demonstrate	<u>Show by example.</u>
Describe	<u>Provide characteristics and features.</u>
Discuss	<u>Identify issues and provide points for and/or against.</u>
Distinguish	<u>Recognise or note/indicate as being distinct or different from; to note differences between.</u>
Evaluate	<u>Make a judgement based on criteria; determine the value of.</u>
Examine	<u>Inquire into.</u>
Explain	<u>Relate cause and effect; make the relationships between things evident; provide why and/or how.</u>
Extract	<u>Choose relevant and/or appropriate details.</u>
Extrapolate	<u>Infer from what is known.</u>
Identify	<u>Recognise and name.</u>
Interpret	<u>Draw meaning from.</u>
Investigate	<u>Plan, inquire into and draw conclusions about.</u>
Justify	<u>Support an argument or conclusion.</u>
Outline	<u>Sketch in general terms; indicate the main features of.</u>
Predict	<u>Suggest what may happen based on available information.</u>
Propose	<u>Put forward (for example a point of view, idea, argument, suggestion) for consideration or action.</u>
Recall	<u>Present remembered ideas, facts or experiences.</u>
Recommend	<u>Provide reasons in favour.</u>
Recount	<u>Retell a series of events.</u>
Summarise	<u>Express, concisely, the relevant details.</u>
Synthesise	<u>Putting together various elements to make a whole.</u>

Illness/Misadventure Variation Application Form

This form is to be used when circumstances beyond your control occur immediately before or during an assessment task to diminish your performance.

Student's name: _____

Application Date: _____ / _____ / _____

Subject: _____

Teacher: _____

Task No and Title: _____

Task Date: _____ / _____ / _____

NATURE OF APPLICATION (Illness, Misadventure or Variation):

***NB: Discretionary leave/ variation e.g. a holiday, prior approval from the principal is required.*

Principals Signature _____ Date: ____/____/____ N/A

Reason for application

Provide sufficient details to support your case for consideration to sit the task or a substitute task, or to gain an extension of time.

SUPPORTING EVIDENCE ATTACHED: YES NO

Student: Signature _____ Date: ____/____/____

Parent Signature: _____ Date: ____/____/____

Please submit the application to the relevant Head Teacher within TWO DAYS of your return to school. When your absence/late submission is known before the date of the task, this form must be submitted to the relevant Head Teacher at least one week BEFOREHAND.

Head Teacher Recommendation

Head Teacher Signature _____ Date: ____/____/____

Appeal Panel Decision (where applicable)

Deputy Principal Signature _____ Date: ____/____/____

HT Signature _____ HT Signature _____

